

First Federation Trust
Relationships and Health Education policy
For Gatehouse Primary Academy

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It is the vision of the First Federation Trust that, in all of our schools, whether Church schools or community schools:

Every individual will Aspire, Flourish and Achieve within the heart of their community.

At our First Federation schools, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education (RHE), which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. We will provide age-appropriate relationships and health education to all pupils as part of the school's statutory curriculum. All aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and enables them to talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

RHE is compulsory in all primary schools in England. Schools are free to determine how to deliver the content of these subjects as set out in the statutory guidance. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, and schools. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction.

Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'
- Changes to the teaching of Relationships and Sex education and PSHE: A call for response. Church of England Education Office response 2018

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Pupil Behaviour Policy
- SEND Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Pupils' mental health and wellbeing policy
- Social, Emotional and Mental Health (SEMH) Policy
- Pupils E-safety policy
- Visitor Policy

Religion and belief

All schools, whether Church schools or non-church schools within our Trust, must consider the religious background of pupils when planning the teaching of these subjects. Faith perspectives may be taught by all schools. Schools with a religious character may teach the distinctive faith perspective on relationships, e.g. a school may wish to reflect on how their faith institutions may support people in matters of relationships and sex. Planning and teaching for RSE must include each

individual school's context of belief, faith and religion. In our Church schools, RSE must be culturally and community sensitive and encompass the teachings of the Church, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice.

For our Church schools, we have considered the Church of England's Education Office Response to the teaching of Relationships and Sex Education when planning this aspect of the curriculum. Their vision for relationships and Sex education states that,

“ In our experience, young people most desire to learn about (and have modelled to them) good, healthy relationships. They want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities of being in a relationship with other people. Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. RSE should give pupils accurate information to equip them for life in the modern world and to make sure they are not influenced by unrealistic dangerous materials”.

Underpinning our practice, is the vision that we want all children to flourish and to gain every opportunity to live fulfilled lives.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager to discuss this.

Roles and responsibilities

The Directors of First Federation Trust are responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring, in all of our Church of England Primary schools, that the religious ethos of the school is maintained and developed through the subjects.

The Head of School is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand (if required).
- Discussing and reviewing requests from parents to withdraw their children from the subjects.
- Ensuring adequate time is planned on the school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the hub advisory board on the effectiveness of this policy.

Within schools, where there is an appointed member of staff to lead on relationships, sex and health education they are responsible for:

- Overseeing the delivery of the subjects.

- Ensuring the subjects are age-appropriate, high-quality and up to date.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

N.B In some schools the responsibility for the above would lie with the Head of School as there may not be a separate lead.

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, (sex) and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, (sex) and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision. (If appropriate for the context of your school)

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.

- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy:

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **“Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

[Schools are free to determine whether relationships and health education will be delivered as part of their PSHE curriculum, as a joint subject, or as standalone subjects.]

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Head of School.
- Emailing the school admin address
- Submitting written feedback into the suggestions box in the school office (if available).

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will discuss the contents of the relationships and health education curriculum with parents. Parents will be given regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum and will consult with them annually with regard to what is covered.

Withdrawing pupils

Parents and carers must be given opportunities to understand the purpose and content of relationships education and RSE. Clear and open communication with parents/carers will help them understand the importance of the subjects.

Parents have the right to request that their child be withdrawn from some or all of the sex education aspect of RSE – any requests and the decisions made should be recorded.

Heads of Schools should first discuss the request with parents, to clarify the reasoning behind it and to explain the benefits of receiving this education and any determinantal effects withdrawal may have on the pupil.

Primary schools that choose to deliver sex education must automatically grant a request for withdrawal.

Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues. Many of our schools use the resources available from No Outsiders to support with the teaching of these aspects of the curriculum.

Behaviour

Our schools aim to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will meet with the pupil once they are on school premises. These incidents will be dealt with following the processes in our Pupil Behaviour Policy and Anti-bullying Policy.

The Head of School will decide whether it is appropriate to notify the police or report to the Local Authority by way of the BPRI form.

Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Staff training

- All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- Members of staff responsible for teaching the subjects will undergo training to ensure they are fully equipped to teach the subjects effectively.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Confidentiality

- The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.
- It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.
- Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Monitoring quality of education

The Head of School is responsible for monitoring the quality of teaching and learning for the subjects.

The relationships, sex and health education subject leader or the Head of School will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The "Changes to the teaching of Relationships and Sex Education and PSHE: A call for evidence Church of England Education Office Response" has been used to inform this policy.

Appendix A:

Relationships education overview

Within the First Federation Trust, there are a group of Church schools. Our curriculum for relationships education will be delivered to reflect the Church of England's stance on relationships education.

This pertains to the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds

1. The importance of being in a relationship

Key to this is teaching the importance of the different relationships in our lives and what it means to be faithful, supportive, trusting and having loving relationships with other people. Within our primary schools, in the Trust, this should focus on family relationships and friendships. Children should have opportunities to understand the value of human relationships, how to have healthy relationships and how to stay safe. Within our Church schools, the importance of commitment and cherishing relationships including the good of marriage as a relationship of trust, loyalty and fidelity, should be taught. In all schools, the value of life-long relationships should also be recognised as an important gift to be cherished.

2. Healthy relationships and staying safe

Children need the opportunity to explore vocabulary and strategies to keep themselves safe and flourish within good, stable, long-term relationships of all kinds. In all our schools, teaching about how to stay safe online should be taught.

Relationships education must also include how we protect self-esteem and good mental health. Children should recognise that all people are valuable and deserve to be loved and cherished. It could also include education on the impact of social media on self-esteem and mental health. (See also mental health and wellbeing policy)

3. Respecting others

Relationships education should reflect the diversity of belief that exists across our country and school communities. Everyone deserves dignity and respect- these values should be explicitly taught in all our schools. Different views, including religious ones, on relationships and sex must be respected. Pupils should be taught to have respectful conversations and to appreciate differences of view.

Religious education should recognise this diversity and ensure that all pupils feel included. Pupils should be provided with accurate information in order to understand difference and remove prejudice.

Appendix B

Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Reception

1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate.
2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.

Year ½ Year A

1. I know how to make friends and resolve conflicts.
2. I recognise and appreciate people who can help me in my family, my school and my community.
3. I can recognise who to trust and who not to trust.
4. I can distinguish between secrets which are ok to keep and which ones are not.

Key vocabulary

Family, relationships, touch, physical contact, communication, like/dislike, comfortable/uncomfortable, friends, conflict, secret, telling, adult, trust, honest/truthful, personal space, boundaries, respect, support, lonely

Year ½ Year B

1. Recap I can clean my teeth properly (and know differences between baby and adult teeth)
2. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.- link to life cycles science
3. I can recognise the physical differences between boys and girls, use correct names for parts of the body and appreciate that some of my body parts are private.
4. I understand there are different types of touch and can tell you which ones I like and don't like.
5. I can identify who I would tell if I was worried about something.

Key vocabulary

Change, grow, baby, adult, appearance, physical, boy/male, girl/female, vagina, penis, testicles, public, private, touch, cuddle, hug, squeeze, like/dislike, acceptable/unacceptable, comfortable/uncomfortable.

Year ¾ Year A

1. I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
2. I can identify and put into practice some of the skills of friendship e.g. Taking turns, being a good listener.
3. I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant or those I no longer see.
4. I know how to show love and appreciation to people and animals and explain different points of view on animal rights issues.
5. I can recognise how friendships change, know how to make new friends and how to manage my emotions such as a jealousy when I fall out with my friends.

Key vocabulary

men, women, male, female, unisex, role, job, responsibilities, respect, stereotype, problem solving, friendship, jealousy, loyalty, appreciate, boyfriend, girlfriend

Year 3/4 Year B

1. I understand that in animals and humans, lots of changes happen between conception and growing up, and that usually it is the female who has the baby.
2. I can start to recognise stereotypical ideas I might have about parenting and family roles
3. I understand that some of my personal characteristics have come from my birth parents.
4. I can talk about some changes that have happened to me (adult teeth, height, facial features)
5. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.
6. I can name some changes that will happen to me and talk about how I feel about them (explore year changes, homes, friends etc)

Key vocabulary

changes, birth, animals, babies, mother, growing up, control, stereotypes, personal, unique, characteristics, parents, acceptance,

Year 5/6 Year A

1. To understand and take care of one's own and others' mental health
2. To recognise when some people are trying to gain power and control over others.
3. To know how to use information technology safely and healthily and understand that being part of an online community can have positive and negative consequences
4. To know that I have the right to personal privacy.
5. To discuss hopes and worries for next term/next year

Key vocabulary

Characteristics, personal qualities, attributes, self-esteem, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, pressure, personal, comfortable, jealousy, safe, harm, technology, communicate, resist, identity, risk, grieve, trolling, harassment, cyber-bullying, sexting, nudes.

Year 5/6 Year B

1. To look after your health and wellbeing as your body changes (puberty)
2. To understand how a baby develops before birth and how it is born
3. To be aware of how it feels to be attracted to another person and what this can mean
4. To discuss your hopes and worries for next term/next year

Key vocabulary

Self-image, self-esteem, perception, affirmation, puberty, menstruation, sanitary wear, hormones, ovary, vagina, womb, uterus, testicles, larynx, facial hair, relationships, pregnancy, embryo, umbilical cord, responsibilities.

Appendix C:

Sex Education overview

Within the First Federation Trust, there are a group of Church schools. Our curriculum for relationships education will be delivered to reflect the Church of England's understanding of relationships education.

This is pertaining to the development of pupils' understanding of sex, sexual health and human sexuality.

Pupils should be provided with accurate information so that they understand the meaning of consent and how to be safe and responsible. In Church schools, as part of Christian understanding, marriage can be taught as being the perfect context for sexual expression, and in all schools, pupils must be taught that sex is intrinsically connected to human relationship. Questions of trust, loyalty and faithfulness link to the Christian understanding.

[Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.]

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

At our school, we do teach pupils sex education beyond what is required of the science curriculum.

- Parents are fully informed of the organisation and delivery of our sex education curriculum, in accordance with this policy.
- The age and development of pupils is always considered when delivering sex education.

Year 4

1. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
2. I understand how babies grow and develop in the mother's uterus; I understand what a baby needs to live and grow.
3. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies; I can identify how boys' and girls' bodies change on the outside during this growing up process.
4. I can correctly label the internal and external parts of male and female bodies(that are necessary for making a baby).

uterus, womb, puberty, male, female, testicles, sperm, penis, ovaries, egg, vagina, menstruation, periods,

Year 5/6 Year B

1. To look after your health and wellbeing as your body changes (puberty)
2. To understand how a baby develops before birth and how it is born.

Year 6 Only

1. To understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.
2. To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (consent/age of consent).

Key vocabulary

Sperm, semen, ejaculation, wet dream, conception, making love, sexual intercourse, fertilization, fallopian tube, contraception, fertility treatment (IVF), teenage, age of consent.

Appendix D

Health education overview

Health education is compulsory for all state funded schools. The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.

- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

Health education per year group

The school is free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Whole School:

Internet Safety and Harms

Refer to Online Safety Curriculum: [Online Safety Curriculum](#)

Healthy Eating

How to construct and understand healthy eating. Refer to D&T Curriculum:

[Design & Technology](#)

Year 1/2

Mental Wellbeing

- Recognising and describing emotions (e.g. happy, sad, frightened, nervous, etc.).
- Exploring self-regulation when emotions influence behaviour.
- Persevering when encountering setbacks.
- Knowing how to seek support and from whom.
- Building on emotional vocabulary and recognising emotions.
- Exploring self-regulation and managing emotional influences on behaviour.

- Recognising the importance of perseverance and discussing support networks.

Physical Health and Fitness

- Learning the difference between healthy and unhealthy lifestyles.
- Understanding basic hygiene practices (e.g. cleaning teeth daily).
- Recognising simple self-care techniques for mental health.
- Introducing ways to keep safe in different situations.
- Developing understanding of relaxation and managing physical tension.

Health and Prevention

- Learning basic hygiene (e.g. handwashing, keeping clean).
- Understanding the importance of dental hygiene and how to clean teeth properly.

Changing Adolescent Body

- Recognising physical changes from baby to older child.
- Learning correct terms for private body parts (e.g. penis, vagina, testicles).
- Understanding that some types of touch are unacceptable and knowing who to tell if worried.
- Recapping life cycles (linked to science).
- Recognising physical differences between boys and girls.
- Discussing private body parts and boundaries.
- Learning about acceptable and unacceptable types of touch.

Years 3 and 4

Mental Wellbeing

- Understanding why rules are needed and how they relate to rights and responsibilities.
- Exploring how actions affect oneself and others, showing empathy.
- Learning to make responsible choices and take action.
- Recognising and describing emotions (e.g. jealous, anxious, lonely, bored, proud, etc.).
- Exploring self-regulation when emotions influence behaviour.
- Persevering when encountering setbacks.
- Understanding how and from whom to seek support.

Internet Safety and Harms

- Recognising that differences and conflicts can occur online and how to handle them.
- Learning about the consequences of hurtful words and actions in digital contexts.
- Recognising online bullying and knowing what to do if unsure about its presence.

Physical Health and Fitness

- Understanding the mental and physical benefits of an active lifestyle.
- Learning the importance of oral hygiene and understanding how food can affect teeth (linked to science).
- Exploring ways to keep safe in the local and wider environment.
- Understanding the effects of legal and illegal substances, including safe medicine use.
- Identifying strategies to keep safe from harmful influences and pressures.

Healthy Eating

- Not explicitly covered in these year groups.

Drugs, Alcohol and Tobacco

- Understanding the effects of substances, including alcohol and smoking, on the body and mind.
- Recognising peer pressure and learning strategies to resist it.

Health and Prevention

- Continuing to learn about personal hygiene and dental health.
- Understanding how to stay safe in various environments.

Changing Adolescent Body

- Discussing changes in animals and humans from conception to adulthood.
- Recognising that girls' and boys' bodies change during puberty to enable reproduction.
- Learning correct terminology for internal and external reproductive organs (e.g. uterus, vagina, testicles, sperm).
- Understanding menstruation as a natural process (Year 4 focus).

Years 5 and 6

Mental Wellbeing

- Setting personal goals and recognising the importance of perseverance.
- Understanding one's own and others' rights and responsibilities locally and globally.
- Recognising and describing their own emotions (e.g. guilty, isolated, confident, insecure, annoyed, humiliated, overwhelmed).

- Identifying triggers of emotions and reflecting on how emotions influence behaviour.
- Learning how to deal with emotions in different environments and seeking support when needed.

Internet Safety and Harms

- Understanding how to use information technology safely and healthily.
- Recognising that being part of an online community can have both positive and negative consequences.
- Learning about online risks such as scams, phishing, and cyberbullying, and how to stay safe.

Physical Health and Fitness

- Understanding how to keep one's body healthy, including the effects of drugs, smoking, and alcohol.
- Exploring the positive effects of a healthy lifestyle and learning basic first aid procedures.
- Recognising the impact of social media and celebrity culture on body image and self-esteem.

Healthy Eating

- Exploring balanced diets and making informed choices about food consumption.

Drugs, Alcohol and Tobacco

- Being aware of how people can be influenced into harmful behaviours and recognising the risks of drugs and alcohol.
- Learning strategies to avoid peer pressure and exploitation, including in gang settings.

Health and Prevention

- Understanding the importance of mental and emotional health.
- Learning how to manage stress and regulate emotions.
- Discussing the risks of unhealthy behaviours and how to prevent them.

Basic First Aid

- Understanding emergency procedures and learning how to handle common first aid scenarios.

Changing Adolescent Body

- Recognising and understanding the physical and emotional changes during puberty.
- Discussing menstruation, personal hygiene, and reproductive health.
- Understanding how a baby develops before birth and how it is born.
- Learning about the age of consent and responsibilities that come with growing up.

- Year 6: Understanding sexual intercourse, conception, and fertility treatments (e.g. IVF).